KQ1 How can we understand the rise of the Nazi Party 1919-33?

|  |
| --- |
| imgres.jpg |

|  |
| --- |
| Passers-by stop to look at a Nazi Poster that has just been put up on an advertising pillar in 1932. The poster says ‘ Our last hope – Hitler’. |

**In a Nutshell**: Overview of developments 1919-33.

**Causes and Analysis of the rise of the Nazi Party, includin**g:

Focus 1. How stable was the Weimar Republic 1919-23?

Focus 2. How far did economic problems further threaten stability 1923-30?

Focus 3. Why was there a dramatic increase in support for the Nazi Party 1929-33?

**Thematic Analysis of Wider context through a Mystery game**;

Why did President Hindenburg appoint Hitler as Chancellor of Germany in January 1933?

**Cracking the Puzzle** – Preparing for assessment.

**A List of Key Terms and their meanings in this topic**.

|  |  |
| --- | --- |
| Anti-Capitalist | Hatred of capitalism |
| Authoritarian | A belief in government by a strong leader with total power |
| Capitalism | An economic system where businesses and industries are in the hands of private individuals |
| Chancellor | Leader, prime minister of Germany |
| coalition | A government formed by two or more political parties |
| communist | Believer in a political system with government control of the economy and a society where all are equal and there is no private ownership |
| constitution | Document laying down basic laws of how a country should be run |
| coup | Sudden seizure of power by a small group |
| democracy | A system of government where leaders are voted in to office by the people |
| dictatorship | Rule by one all-powerful person or group |
| fascism | Right-wing group of ex-soldiers, a private army |
| hyperinflation | Massive rise in prices |
| ideology | Set of ideas |
| Kaiser | The German Emperor |
| left-wing | Political view interested in the needs of workers. |
| nationalised | To be controlled by the State or government |
| nationalism | Belief that a nation should rule itself and be strong |
| putsch | Plot to overthrow the government, sudden armed uprising |
| Reichsrat | National Assembly of German states |
| Reichstag | German parliament |
| reparations | Payments made by Germany to the victors of the war to compensate for damage |
| republic | Country with a government that has a president as head of state not a monarch (king or queen) |
| Ruhr | The most important industrial areas of Germany. |
| SA | Sturm-Abteilung (storm troopers) Nazi paramilitary group, set up in 1921 and used to intimidate opponents |
| socialist | Left-wing political movement stressing the good of society as a whole and emphasis of collective rather than individual ownership of property |
| Spartacists | Communist revolutionary group |
| Wall Street Crash | October 1929, share prices fell on the New York stock exchange, followed by a worldwide economic collapse and Depression. |

(I) In a Nutshell: Overview of rise of Nazi Party in Germany 1919-33.

**Content overview**

* The early years: the Weimar Republic.
* Challenges and recovery: the impact of economic problems 1923–29.
* Increasing support for the Nazi Party.

The Weimar Republic; its problems and successes and how these relate to the formation of the Nazi party. The Spartacists, the terms of the Treaty of Versailles and reactions to this within Germany: the Kapp Putsch, the formation of the National Socialist party.

Challenges and recovery; the key events of 1923, including the invasion of the Ruhr, hyperinflation and the Munich Putsch; the work of Stresemann in aiding recovery of the Weimar Republic between 1924 and 1929, including the introduction of a new currency, the Dawes and Young Plans and Germany’s entry to the League of Nations. Coverage of Stresemann’s foreign policy is not required other than its significance for the domestic situation within Germany.

Increasing support for the Nazi Party; support from different social groups up to 1929 and reasons for its dramatic increase after 1929, including changes of tactics, the appeal of Hitler, the role of propaganda, the work of the SA and the economic and political consequences for Germany of the Wall Street Crash of 1929.

AF1 Knowledge and Understanding

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(II) Causes and Analysis of developments:

**Activity 1** – On your marks…..

The timeline grid sums up developments between 1919-1933. It covers economic developments, changes for the weimar government, and developments in the Nazi Party. For each area colour code each box; stable/successful (green), becoming unstable/some difficulties (yellow) or significant problems/unsuccessful (red).

**Activity 2** – Get set…..

Your teacher will give you an A3 copy of a concept map. Stick it in your book. You will fill sections in at the end of each key focus area. As well as adding information to your concept map you can add a colour scheme to identify key themes.

**Activity 3** – Go…..

As well as the lesson work and activities, read your book independently and visit the library. There are also many excellent websites listed in the back of this booklet to check out. Try to develop your own individual interest in this area of focus .

|  |
| --- |
| **Key Sub-Questions:**  How did the nature of the Weimar Constitution affect the stability of the Republic?  What was the impact of the Treaty of Versailles on the stability of the Weimar Republic?  What threat did opposition pose to the stability of the Weimar Republic 1919-23 ? |

AF1 Knowledge and Understanding

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**Activity 1 : How did the Weimar Republic political system work?** During WWI the Emperor (Kaiser) of Germany fled to Holland. Germany decided to have an elected government with no Emperor. This was a Democratic Republic. The rules for the governing of the country were written into a new constitution. Stick a copy of the following flow diagram into your books.

|  |
| --- |
| Screen Shot 2014-06-08 at 18.01.36.png |

AF2 Analysis: Causation and Change

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**Activity 2 : The strengths and weaknesses of the Weimar Republic system of government.**

The Weimar Constitution was intended to be a very fair system of representing the German people. However, some Historians argue that it had key weaknesses that contributed to its instability. In this activity you will try to analyse the strengths and weaknesses of the Weimar Constitution. You will be given a table. Read through the strengths and weakness of each feature carefully and indicate which two you think were more directly threatening to the stability of the Weimar Republic.

|  |  |  |
| --- | --- | --- |
| **Features of Constitution** | **Strengths** | **Weaknesses** |
| **The role of the President** | Elected by the people every 7 years with the power to appoint the Chancellor and the government. Represented the will of the people and reflected the political balances of power in the Reichstag. All adults over 20 could vote and participate in the political system and the laws would reflect their wishes. | The President had too much power and might be tempted to make decisions based on their own interests rather than those of the views of the country. In the event of a crisis the President may use these emergency powers to undermine the democratic political system which it was supposed to defend. |
| **Proportional Represen-**  **tation** | All political parties were given a fair share of the seats in the Reichstag proportionate to their national support and ensured all political views were considered. Political parties supporting Weimar included SPD Socialists, Centre, Liberals DDP & DVP, Conservatives DNVP. | It led to many small extremist political groups having influences eg the KPD and NSDAP, many coalition governments because no one party could get a majority in the Reichstag. The coalition governments were often weak and short lived because they could not agree to hide differences. |
| **Article 48** | In the event of a weak government that could not command a majority in the Reichstag, or in the case of a national emergency, the President could use emergency powers in the interest of stability of the political system. | Article 48 gave the President emergency powers to suspend the Reichstag, call for new elections and appoint new Chancellors. If ruling by emergency presidential decree they didn’t need to consult the Reichstag and the fundamental laws(rights) did not apply. |

AF2 Causation and Change

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**Activity 3 : How did the nature of the Weimar Constitution threaten the stability of the Weimar Republic?** Using your table andSHP Germany W p10, complete the following explanatory writing.

**How did the nature of the Weimar Constitution threaten the stability of the Weimar Republic?**

One of the key weaknesses of the Weimar Constitution was……

This threatened the stability of the Weimar Republic because….

Another key weaknesses of the Weimar Constitution was……

This threatened the stability of the Weimar Republic because….

**Activity 4 : Back to the concept map!**

Complete section 1 of your concept map, selecting your 4 pieces of information carefully. Underline the key words in an appropriate colour.

AF1 Knowledge and Understanding

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**Activity 5 : The terms of the Treaty of Versailles 1919.** SHP Germany W p11-12.

In November 1918 an armistice was agreed between Germany and the Allies, with Germany defeated. However, a peace treaty to formally end WWI had still to be negotiated. This treaty was written at Versailles by the Allies (Britain, France and the USA), excluding Germany. The terms were harsh. The representatives for the new German Government were forced to sign or the Allies may have resumed the War. Using pages 11-12 of the Germany textbook, create a front page for a German newspaper on 29th June, the day after the German Government signed the Treaty.

Include the following;

1. a headline revealing the viewpoint on the Treaty

2. a summary of the terms of the Treaty. Refer to Land, Army, Money and Blame.

3. an explanation about why the terms are unfair

4. interviews with members of the public or leading figures such as General Ludendorff.



AF2 Causation and Change

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**Activity 6 : The impact of the Treaty of Versailles.**

Sort the following statements and add arrows to produce a flow diagram to illustrate the impact of the Treaty of Versailles on the Weimar Republic.

**The political and economic impacts of the Treaty of Versailles**

|  |  |
| --- | --- |
| **Political Impact** | **Economic Impact** |

|  |  |
| --- | --- |
| a) This contributed to the significant opposition to the new Weimar Government in the early 1920s. | e) Reparations, along with the loss of crucial industrial and agricultural land, made Germany economically very weak. |
| b) This led to some Germans blaming the new Weimar Government for the Treaty of Versailles.The army were seen as having been’ stabbed in the back’, betrayed by politicians. | f) Germany did not keep up with its repayments so, in 1923 French and German troops invaded the Rhur region of Germany to seize raw materials as payment. This was legal under the Treaty of Versailles. |
| c) This resulted in increased support for extremist opposition groups, who rejected the democratic political system, which had been established | g) The German people had many objections to the treaty of Versailles especially Reparations, which were felt to be very unfair. They were based on the idea of Germany’s’ War Guilt’ |
| d) Many Germans believed that Germany could have won the War if they had carried on fighting. | h) Germany responded by stopping production of materials (Passive Resistance) |

###### **Activity 7 : Back to the concept map!**

Complete section 2 of your concept map, selecting your 4 pieces of information carefully. Underline the key words in an appropriate colour.

AF2 Causation and Change

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**Activity 8 : Threats to the stability of the Republic…..three uprisings!**

In the years 1919-1923, the Weimar Government faced opposition from extremists on both the Right and Left. Nearly 400 political murders were carried out. This reflected the extreme political instability in the period. In part this was due to the German people being unfamiliar with and uncertain about Democratic government. In this activity you will study three example of opposition to the Weimar Republic and try to analyse the extent of the threat posed by them. Fill in your copy of the table.

|  |
| --- |
| **The Spartacists’ Uprising 1919 (p14-15)**  Who?The Spartacists were far left wing revolutionaries,led by Rosa Luxemburg & Karl Liebknecht.    Why did they oppose the Republic? They wanted a Communist political system like in Russia to be set up in Germany and did not trust the new government to look after the interests of the working people.  What did they do?  By what methods did the Government deal with them, and how successfully?  Why did Spartacist challenge fail?  What was significant about the Spartacist challenge +/-? |
| **The Kapp Putsch 1920 (p15)**  Who were they? The Freikorps (volunteer corps) of ex-soldiers were initially used to keep control, by the Social Democrats’ leader Friedrich Ebert, first President of the Weimar Republic    Why did they oppose the Republic?  What did they do?  By what methods did the Government deal with them, and how successfully?  Why did the Kapp Putsch challenge fail?  What was significant about the Kapp Putsch challenge +/-? |
| **The Munich Beer Hall Putsch 1923 (p24-26)**  Who were they? The German Workers’ Party was an extreme nationalist group. By 1920 it was led by Adolf Hitler and had changed its name to the National Socialist German Workers Party ( Nazis)    Why did they oppose the Republic?  What did they do?  By what methods did the Government deal with them, and how successfully?  Why did the Munich Beer Hall Putsch fail?  What was significant about the Putsch +/-? |

Focus 2 : How far did economic problems further threaten the stability of the Weimar Republic 1923-1930?

|  |
| --- |
| **Key Sub questions:**  What was the impact of hyperinflation 1923-24?  What was the impact of the depression 1929? |

AF2 Causation and Change

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**Activity 1 : Economic crisis 1Hyperinflation 1923.** Use p21-3 & 28 to sort events into a flow diagram.

|  |  |
| --- | --- |
| a) In 1922, the German government was unable to make its first reparations payments, asking for more time to pay. The French refused. | i)The French invasion helped to unite the Germans and temporarily increase support for the Weimar Government |
| b)In November 1923, Stresemann agreed to resume paying Reparations. | j)The new Chancellor, Stresemann, agreed to call off Passive Resistance. |
| c) So, in 1923, the German Gov started to print more bank notes. However, this simply meant that each bank note was worth less and prices went up. This is called inflation, once prices rise dramatically, this is called hyperinflation. | k)The Government needed the support of the army to deal with this right-wing opposition. To get them on-side, they deposed the left-wing state governments of Saxony and Thuringa. |
| d)In October 1923 Stresemann launched a new temporary currency, the Rentenmark. This stabilised the value of German money(. In 1924 the permanent new Reichsmark was introduced) | l) Germany responded with Passive Resistance and went on strike, refusing to work for the foreign army of occupation. Some even took direct action, setting factories on fire and sabotaging pumps in mines. |
| e) This led to increased opposition from right-wing group who saw Stresemann’s actions as a betrayal.Opposition was particularly strong in Bavaria and included the Nazis’ .Munich Beer hall Putsch in November 1923. | m)The Dawes Plan of 1924,was negotiated between the USa and Germany, supported by France and Britain. It reduced and restructured the repayments. It also included a $3,000 million loan from US banks. |
| f) So, in January 1923, the French marched into the Ruhr region of Germany to get payment in kind by confiscating raw materials and goods. | n)In 1921 a special commission fixed the Reparations at £6,600 million to be paid in annual instalments |
| g).In 1919, the Treaty of Versailles took away from Germany 10% of its industry and 15% of its agricultural land, making the economy weaker and stated that Germany had to also to pay Reparations. | o) This provided money to rebuild Germany industry and to make repayments of Reparations easier, but meant that Germany was dependant on the USA and was seen by some as being dictated to again. |
| h)Passive Resistance meant that Germany was not producing and selling things, so it became poorer. | p)By mid 1923, the price of food and fuel went up so fast that employers paid workers twice a day, so they could shop at lunchtime, before prices had risen. |

AF2 Causation and Change

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**Activity 2 : The impact of hyperinflation on different people.**

In this activity you must consider the impact of hyperinflation on different groups of people in society. Using the sources on pages 23, identify if the impact was positive, negative or mixed for each group and give examples of how they were affected. Record this on your copy of the following table.

|  |  |
| --- | --- |
| **Social group** | **Effects and Impact of hyperinflation** |
| Screen Shot 2014-06-09 at 07.22.06.png**Business/Rich** | The effects of hyperinflation were    For example…  Likely attitude towards the government: |
| Screen Shot 2014-06-09 at 07.22.23.png**Fixed income** | The effects of hyperinflation were    For example…  Likely attitude towards the government: |
| Screen Shot 2014-06-09 at 07.22.48.png**Middle Class** | The effects of hyperinflation were    For example...    Likely attitude towards the government: |
| Screen Shot 2014-06-09 at 07.23.05.png**Youth** | The effects of hyperinflation depended on whether they had a job. If so, their experience was like the workers below. But for others it was quite positive, if they had previously not been employed.  The young were able to be flexible. Some took advantage of the situation and started dealing goods, buying up in the morning and selling later for more money.  Likely attitude towards the government: mixed, some very hostile |
| Screen Shot 2014-06-09 at 07.23.25.png**Workers/Farmers** | The effects of hyperinflation were    For example….    Likely attitude towards the government: |

AF2 Causation and Change

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**Activity 3 : Recovery or continued problems 1924-29**

Using p.27-30 complete the following table to evaluate the extent to which the Weimar Republic was able to recover from the hyperinflation crisis, during the Stresemann years 1924-29.

**To what extent did the Weimar Republic recover from the hyperinflation crisis in the Stresemann years 1924-1929?**

|  |  |
| --- | --- |
| **Evidence of recovery** | **Evidence of continued problems** |
| Role and benefits of Stresemann        Foreign policy        Political stability        The economy   * Dawes Plan      * By 1928 industrial production..      * Young Plan      * By 1930 exports…      * Politically, the period saw more stable… | Limitations of Stresemann        Foreign policy        Political problems        The economy   * The economy depended on…      * Unemployment…      * Wealth and economic power was not equally distributed……….      * There was continued support for parties that believed in.. |

**Activity 4 : Answer the following question.** How far did the Weimar Republic recover from the economic crisis of 1923 in the Stresemann years 1924-29? A lot? A little? Not at all?

* There is evidence of some recovery during the Stresemann years 1924-29. For example..
* However it also true that there remained underlying political and economic problems. For example..

AF2 Causation and Change

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**Activity 5 : Economic crisis 2! The Great Depression 1929-32**

Using pages 36-37, to help you sort the following into a flow diagram, revealing the economic impact of the Depression.

**Great Depression 1929-33**

|  |  |
| --- | --- |
| a) In 1929 share prices fell disastrously on the New York stock exchange (Wall St). The value of shares fell after a few days of wild speculation. | h)Many Germans turned to support extremist parties, such as the Nazis and Communists, both of whom criticised the approaches of the Weimar Government. |
| b)Many German businesses that had borrowed money went bankrupt, failed and workers lost their jobs. | i)This began a worldwide decline in trade and economic depression |
| c)Many Germans felt that the government were to blame because they let the economy become dependant on the USA. | j)The Centre and SDP Parties were in a coalition government. They disagreed on which policies to use to tackle the Depression. |
| d)US businesses and Banks were in significant financial difficulty. | k) American banks ended their loans to German businesses and recalled loans already made. |
| e)The German government initially increased taxes on businesses, to help them pay benefits to the unemployed. | l)In late 1932, Bruning’s government introduced laws to cut unemployment benefit, raised taxes and reduced wages, to try to deal with the Depression, which increase suffering. |
| f) This led to a dramatic rise in unemployment. By 1932 6 million were out of work. | m)As global trade declined, German exports fell and industry suffered. |
| g)Bruning asked President Hindenburg to use Article 48, with the emergency of the Depression, so laws could be passed without the Reichstag | n)The SDP left the coalition government. Leaving the Centre Party’s leader as Chancellor, without a majority in the Reichstag |

AF2 Causation and Change

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**Activity 6 : The impact of the Depression on different groups of people.**

In this activity you must consider the impact of hyperinflation on different groups of people in society. Using the sources on pages 36-37, identify if the impact was positive, negative or mixed for each group and give examples of how they were affected. Record this on your copy of the following table.

|  |  |
| --- | --- |
| **Social group** | **Effects and Impact of the Great Depression** |
| Screen Shot 2014-06-09 at 07.22.06.png**Business** | The effects of the Great Depression were  Examples...  Attitude to government: |
| Screen Shot 2014-06-09 at 07.23.05.png**Youth** | The effects of the Great Depression were    Examples...  Attitude to government: |
| Screen Shot 2014-06-09 at 07.23.25.png**Workers** | The effects of the Great Depression were    Examples…  Attitude to government: |

**Activity 7 : Back to the concept map.**

Complete sections 4 and 5 of your concept map, selecting your 4 pieces of information carefully. Underline the key words in an appropriate colour.

Focus 3 : How important was Hitler in the rise of the Nazis?

|  |
| --- |
| **Key Sub-Question:**  How did Hitler transform the Nazis?  Why was Hitler invited to become chancellor? |

AF1 Knowledge and Understanding

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**Activity 1 :Who was Adolf Hitler?** SHP Germany W p16. Make notes on Hitler’s early life. Color code his positive and negative experiences.

|  |  |  |
| --- | --- | --- |
| Birth | Education | Vienna |
| Munich | images.jpg | Soldier |

**Activity 2 : How did Adolf Hitler become leader of the Nazis?** SHP Germany W p17..

|  |  |  |
| --- | --- | --- |
| Experiences in WWI | Army Opportunity | Appeal of Ideology |
| Achievements | images.jpg | Skills |

AF1 Knowledge and Understanding

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**Activity 3 : The Nazi Party ideas 1920** By February 1920 Hitler was helping to draft the party’s programme. Read over the Nazi Party Programme and give two examples from the programme for each key idea.

|  |  |
| --- | --- |
| Values/ideology | Evidence |
| Nationalist- Pride in Nation and belief it should be powerful. | 1    2 |
| Racist/Anti-Semitic – Viewing Germans as superior/ Hatred of the Jews | 1    2 |
| Socialist/Anti-Capitalist – stressing the good of society as a whole, an emphasis on collective not individual ownership of property. | 1    2 |
| Opposed to Parliamentary Democracy –against a system where the people have a say and have fundamental rights. | 1      2 |

AF2 Causation and Change

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**Activity 4 : The development of the Nazi Party in the wider political and economic context 1919-1932.** Return to the overview timeline grid, which you studied at the beginning of the unit. Consider:In which time period the economy was most and least stable

In which time period the Weimar government seemed most and least secure

In which time period the Nazis were most successful.

In groups of three, each write about one period. Consider the interrelationship between each of the three areas. Share your analysis of your period with the others in your group.

AF2 Causation and Change

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**Activity 5 : How was the Nazi Party reorganised 1924-28?**

Stick in your copy of the diagram on the reorganisation of the Nazi Party (SHP Germany W p34)

Use the information on this diagram to respond to the following question:

Describe three key features of the Nazi Party reorganisation 1924-28.

One key feature of the Nazi party reorganisation was change of tactics. For example...This…

Another key feature of the Nazi party reorganisation was the development of Nazi organisations. For example...This …

Another key feature of the Nazi party reorganisation was the structuring of the party. For example… This…

**Activity 6 : Why did some groups support the Nazis 1920-28?**

Complete using SHP Germany W p35

|  |  |
| --- | --- |
| **Social group** | **Possible Reasons for supporting the Nazis** |
| Screen Shot 2014-06-09 at 07.22.48.png**Middle Class** |  |
| Screen Shot 2014-06-09 at 07.23.05.png**Youth** |  |
| Screen Shot 2014-06-09 at 07.23.25.png**Farmers/skilled workers** |  |

**Activity 7 : Why was there increased support for the Nazi Party 1929-32?** SHP Germany W p38.

|  |  |  |
| --- | --- | --- |
| **Appeal of Hitler** | **Work of the SA** | **Great Depression** |
| **Weakness of Weimar Constitution** | images-1.jpg | **Goebbels** |
| **Parades and marches** | **Posters and newspapers** | **Rallies** |

AF2 Causation and Change

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**Activity 8 : Who supported the Nazis?** SHP Germany W p40-41.

|  |  |
| --- | --- |
| **Social group** | **Why did they support the Nazis?** |
| 1 The countryside | 1  2 |
| 2 The upper classes | 1  2 |
| 3 The middle classes | 1  2 |
| 4 The working classes | 1  2 |
| 5 The young | 1  2 |
| 6 Women | 1  2 |

AF2 Causation and Change

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**Activity 9 : Where do you draw the line?**

Using the timeline you completed in Activity 4, try to complete the following graph to illustrate the changes in the degree of power and success that the Nazis had over time.

|  |
| --- |
| Screen Shot 2014-06-09 at 07.40.21.png |

AF1 Knowledge and Understanding

Screen Shot 2014-06-24 at 08.50.34.pngScreen Shot 2014-06-24 at 08.50.23.png

**Activity 10 : Political developments and manouverings 1932-33** SHP Germany W p48-49.

You have been given seven pictures that illustrate events between July 1932 and January 1933.

a) Cut out the pictures and, using the information on page 68, arrange them in the correct sequence to illustrate how Hitler was invited to become Chancellor.

b) Add dates/notes to the storyboard, explaining how events contributed to Hitler becoming chancellor.



**Activity 11 : Back to the Concept map**

Complete sections 6, 7 and 8 of your concept map, selecting your 4 pieces of information carefully. Underline the key words in an appropriate colour.

(III) Thematic Analysis of wider context:

Why did Hindenburg make Hitler Chancellor in January 1933?

**Mystery Game.** Hindenburg, the President of Germany under the Weimar Republic, hated Hitler. He called him ‘the little Bohemian corporal’. However, by the start of 1933, Hindenburg had invited Hitler to be Chancellor of Germany to run the country with him. Why did Hindenburg make Hitler Chancellor in January 1933?

|  |  |
| --- | --- |
| 1 Hitler was a strong leader. He had very effective speech-making skills. | 10 Proportional Representation meant that no one party could get a majority, so governments had to be coalitions. |
| 2 Article 48 of the Constitution meant that the President could override democratic processes, ruling by Presidential Decree. | 11 Hindenburg was a former WWI army leader. He was hostile towards the SPD, (socialists) that had dominated the coalition governments through the 1920s, who questioned the effectiveness of democratic rule. |
| 3 In 1924, to recover from the hyper-inflation crisis, the Government signed the Dawes Plan. As part of this they borrowed money from the USA. | 12 In 1929 the American stock market crashed, leading to a world-wide depression. |
| 4 By 1932 7-9 million Germans were unemployed and many businesses had failed. | 13 Many Germans believed that the Socialist Weimar government stabbed Germany in the back, by signing the harsh Versailles Treaty. |
| 5The Nazis put forward Nationalistic and Anti-Semitic ideas. | 14 The Treaty of Versailles forced Germany to pay reparations of £6600 million. |
| 6 In the July 1932 elections, the Nazis won 37.3% of the vote. They were by far the largest party in the Reichstag. | 15 The Nazis promised jobs and food for workers, and profits and protection against competition for employers. |
| 7 Extreme parties on both the left and right, particularly the Communists and Nazis, grew in the late 1920s and early 1930s. | 16 Hitler refused to work in a government under von Schleicher and gets von Papen to secretly agree to work under him if he became Chancellor. |
| 8 Chancellor von Papen was one of the chancellors appointed by Hindenburg with little support from the Reichstag. He got Hindenburg to agree to close down the Reichstag and rule by Presidential decree | 17 The Nazis used extensive propaganda, including posters, books, films, rallies and radio. |
| 9 By 1932 the Nazis had the financial backing of wealthy businessman. |  |

(IV) Cracking the Puzzle- Preparing for Assessment

**Mark Scheme GCSE History B (5HB02/2C)**

**Life in Germany, c1919-c1945**

Past Exam Questions to be answered in 75 minutes

Answer Questions 1 and 2, EITHER Question 3 OR 4 and then EITHER Question 5(a) and 5(b) OR 6(a) and 6(b).

AF3a Enquiry

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**Question Number** **1** What can you learn from Source X and Y about Z?

Target: comprehension and inference from source (AO3a:4 marks)

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
| **1** | **1-2** | **Simple statement**  Student offers a piece of information or describes source  Award 1 mark for each relevant item. |
| **2** | **3-4** | **Developed statement**  An inference is drawn and supported from the source. |

**Example**

Q1 Study source 1 and 2. What can you learn from these sources about the impact of the Treaty of Versailles on the Weimar Republic? (4) 6mins

|  |  |
| --- | --- |
| Source 1. Adapted from the Treaty of Versailles, 28 June 1919.  Germany agrees;   1. To accept the new frontiers and to keep the peace. 2. To accept blame for starting the war and to pay compensation to countries which suffered damage in the war. 3. To limit the size of its army and navy. | Source 2. Front page of right-wing German newspaper, 28 June 1919.    Vengeance! German Nation!  Today in the Hall of Mirrors at Versailles, a disgraceful treaty is being signed. Never forget it! On that spot where, in the glorious year of 1871, the German Empire in all its glory began, today German honour is dragged to the grave. The German people will unceasingly push forward to reconquer that place amongst nations to which they are entitled. Then there will be vengeance for the shame of 1919. |

AF1 Knowledge and Understanding

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**Question Number 2** The boxes below show two ..X. Choose **one** and explain how it Y**.**



Target: recall; importance of key individuals and events or analysis of significance or of consequences (AO1 and AO2: 9marks)

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| --- | --- | --- |
| Level | Mark | Descriptor |
| **1** | **1-3** | **Generalised statements with little specific content**.  Comments are unsupported statements or comments which could apply to either. |
| **2** | **4-6** | **Descriptive answer which will state but not examine importance/significance**  Student gives a descriptive or narrative account. Links to Y are implicit. |
| **3** | **7-9** | **The focus is on explaining X in relation to Y** Structured explanation. The significance/influence will be considered. |

**Example**

Q2 The boxes below show two events. Choose one and explain how the Weimar Republic overcame the opposition. (9) 13 mins

The Spartacist Uprising 1919

The Munich Beer Hall Putsch 1923

AF2 Causation and Change

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**Question Number** **3/4**

Why did Z occur? or In what ways did X contribute to Y?

Target: recall, cause and consequence or analysis of significance or importance (AO1 and AO2: 12 marks)

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| --- | --- | --- |
| Level | Mark | Descriptor |
| **1** | **1-4** | **Simple statement(s) offered, showing some relevant knowledge.** Student states example(s)/point(s)/reason(s) without development  Reserve top of level for answers which state more than one example/point /reason.  **N.B Do not credit repetition of the bullet points without**  **Development.** |
| **2** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Student descriptive or narrative answer, which includes relevant examples/points/ reasons. Links to question focus remain implicit.  Reserve top of level for quality of supporting detail used. |
| **3** | **9-12** | **The answer shows understanding of the focus of the question and is able to support the factors/points identified with sufficient accurate and relevant detail.**  Student identifies and explains range of factors or points. Reserve top of level for detail and links explored. |

**Example**

Q3 Why was there an economic crises in Germany in 1923? (12) 18mins

You may use the following in your answer and any other information of your own.

1. In 1921 the cost of reparations was fixed at 132,000 million gold marks

2. In January 1923 France and Belgium occupied the Ruhr

3. In November 1923 one egg cost 80,000 million marks

Or Q4 Why were so many people opposed to the Weimar Republic

in the period 1919-1923? (12) 18minsYou may use the following in your answer and any other information of your own.

1.The picture shows a 1932 election poster with the slogan “Our Last Hope: Hitler”.

2. In 1932 unemployment in Germany had reached 6 million



AF1 Knowledge and Understanding

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**Question Number 5 (a)/6 (a)** Describe X

Target: recall; understanding/analysis of key features/consequences (AO1 and AO2: 9 marks)

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| Level | Mark | Descriptor |
| **1** | **1-3** | **Simple statement(s) offered, showing some relevant knowledge.**  Student makes valid point(s) without development.  Reserve top of level for answers which offer several valid points. |
| **2** | **4-6** | **Statements are developed with support from material which is mostly relevant and accurate.**  Student describes or narrates examples/points/ reasons. Links to question focus remain implicit.  Reserve top of level for depth and range of supporting details included. |
| **3** | **7-9** | **The answer shows understanding of the focus of the question and is able to support the points made with sufficient accurate and relevant detail.**  Student explains key points. Reserve top of level for depth of answer and historical context. |

AF2 Causation and Change

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**Question Number 5 (b)/ 6 (b)**

‘Z.’ Do you agree? Explain your answer.

Target: recall; analysis of factors or extent of change or analysis of consequence within an historical context (AO1 and AO2: 16 marks)

**QWC (Quality of Written Communication) Strands i-ii-iii**

For the highest mark in a level **all** criteria for the level, including those for QWC must be met.

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| --- | --- | --- |
| Level | Mark | Descriptor |
| **1**  **QWC**  **i-ii-iii** | **1-4** | **Simple statement(s) offered, showing some relevant knowledge.**  Student offers simple detail(s) on topic or asserts judgement unsupported  Reserve top of level for answers which offer several valid points.  *Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.*  **N.B. Do not credit repetition of bullet points development** |
| **2**  **QWC**  **i-ii-iii** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.**  Student provides narrative/description. Links to judgment remain implicit Reserve top of level for depth and range of supporting detail.  *Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.* |
| **3**  **QWC**  **i-ii-iii** | **9-12** | **The answer shows understanding of the focus of the question and is able to support points made with sufficient accurate and relevant detail.**  Student provides explanations to support and/or challenge viewpoint or explains reasons why. Reserve top of level for answers depth and range of material and covering both viewpoints, or range of reasons.  *Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.* |
| **4**  **QWC**  **i-ii-iii** | **13-16** | **The answer has sustained focus on the question. It offers an analysis supported by precisely selected and accurate material.**  Student attempts to assess extent of importance of one factor weighed against other factors, or extent of agreement with viewpoint, to make a judgement. Reserve top of level for answers which can make and support a judgement on the proposition in the question.  *Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.* |

**Example**

Either Q5

a) Describe how the Weimar Republic overcame its problems in the period 1919-1923. (9) 13 mins

b) “Stresemann was successful in overcoming Germanys problems in the years 1924-29” Do you agree? Explain your answer. (16) 24mins

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| You may use the following in your answer and any other information of your own.    1924. The Dawes Plan.  Between 1924-1929 Germany borrowed 300 million dollars from the USA |

Or Q6

a) Describe why the so many people were supporting the Nazi Party by 1932. (9) 13 mins

b) “Hitler became the leader of Germany mainly because of the effects of the Wall Street Crash” Do you agree? Explain your answer. (16) 24mins

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| You may use the following in your answer and any other information of your own.    1929. Wall Street Crash.  By July 1932 the Nazi’s received 37% of the vote and gained 230 representatives in the German Reichstag |

AF1 Knowledge and Understanding

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Preparing for Revision

1. Revisit the Concept map for Germany KQ1 you have developed for this unit and ensure that you have made a summary of the key events and developments.

2. Complete the Trigger Memory Activity for Germany KQ1 using your background notes. An explanation on how to complete this is in your guidance booklet.

3. Use the PLCs for this unit to identify key areas of focus for you during your revision and return to them to reevaluate your specific areas of weakness.

4There are many excellent websites on German History 1919-1945, which can be used to revisit the material covered so far. These include –

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| Top 5 GCSE History Websites on German History 1919-45 |
| 1 http://historyattallis.weebly.com/unit-2-germany-1919-19452.html |
| 2 http://www.educationforum.co.uk/GCSEHistory.htm |
| 3 http://www.schoolhistory.co.uk/revision/germany.shtml |
| 4 http://www.schoolshistory.org.uk/gcse.htm |
| 5 http://www.spartacus.schoolnet.co.uk/Germany.htm |

5. There are games that can be played to reinforce the development of your knowledge and understanding at [WWW.schoolhistory.co.uk](http://www.schoolhistory.co.uk/)

5. Revisit the examination criteria and advice on tackling the examination questions given in the cracking the puzzle section.

6. Apply these techniques to the specimen examination. You may be asked to work individually, in pairs or in small groups.